

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other  
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Ann Marie Bill

Official School Name: Larson Elementary

School Mailing Address:  
2722 E Seldon Rd  
Wasilla, AK 99654-3602

County: Alaska does not have counties State School Code Number\*: 540

Telephone: (907) 352-2300 Fax: (907) 352-2345

Web site/URL: http://www.matsuk12.us/schools E-mail: Annie.Bill@matsuk12.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. George Troxel

District Name: Mat-Su Borough School District Tel: (907) 746-9200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Jim Colver

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 19        | Elementary schools  |
| 5         | Middle schools      |
| 2         | Junior high schools |
| 7         | High schools        |
| 7         | Other               |
| <b>40</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 12225

Average State Per Pupil Expenditure: 5480

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

2 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	6	3	9	7			0
K	22	19	41	8			0
1	25	19	44	9			0
2	25	33	58	10			0
3	26	18	44	11			0
4	20	25	45	12			0
5	25	20	45	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							286

6. Racial/ethnic composition of the school:

10 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
81 % White
3 % Two or more races
<b>100 % Total</b>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 15 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	37
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	59
(4)	Total number of students in the school as of October 1.	389
(5)	Total transferred students in row (3) divided by total students in row (4).	0.152
(6)	Amount in row (5) multiplied by 100.	15.167

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 4

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 113

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 33 %

Total Number of Students Served: 95

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>29</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>34</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>17</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>4</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support staff	<u>6</u>	<u>1</u>
Total number	<u>43</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	94%	94%	94%	93%	93%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	24%	24%	25%	12%	12%

Please provide all explanations below.

Student attendance: students frequently leave the state during the long winter months for extended family vacations.

Teacher turnover: 2007-2008: Loss of teachers moving to other schools.

Teacher turnover: 2006-2007: Loss of teachers moving to other schools.

Teacher turnover: 2005-2006: Loss of teachers moving to a newly opened school.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Ron Larson Elementary School is a suburban school in Wasilla, Alaska, located in the Matanuska-Susitna Borough School District. This school district lays between the Talkeetna and Chugach Mountains in an area the size of West Virginia.

Larson Elementary is in its 8th year and has a reputation for creativity and high standards in both academic and co-curricular activities. The Larson community—staff, students, parents, and local community members—strives to make our school a safe and nurturing environment. Our mission is to: “nurture a healthy community of caring, life-long learners” and our slogans are “Larson Eagles achieving excellence” and “Where the future is ours”.

We believe that, first, our school should be a safe and nurturing environment for students with a carefully balanced program of academics and social activities. We do this by providing a bully-free school environment where students can be successful learning reading, math, language arts, science, health, and social studies curricula. We also feel dedicated to fostering good citizenship with our students, though advocating universal virtues such as honesty, kindness, tolerance, compassion, responsibility, determination, and respect.

We support a myriad of extra-curricular activities for students such as band, choir, drama, track and field, cross-country running, basketball, volleyball, and girl and boy scouts. Our school also supports academic challenges for students such as the Spelling Bee, Geography Bee, and Word Power Challenges.

Larson offers family activities such as Read Across America week—a fun, week-long activity involving community read-alouds, dressing up as Dr. Seuss characters, decorating classroom doors, and having school-wide reading times. We sponsor an annual Family Literacy Night involving community readers and entire family groups. We also enjoy monthly Family Movie Nights, along with special annual events such as Family Dance Night, Jump Rope for Heart and our Spring Carnival.

We actively encourage children to take responsibility for their own learning, while expecting the support of parents as each child’s first teacher. Celebrating student success is an integral component of this responsibility. Students are honored quarterly with a success assembly, which highlights both their citizenship and their academic achievements. Family members, teachers and other staff are also recognized as contributors to student success.

Our school mission includes providing standards-based best teaching practices. We make decisions by examining by our school achievement data and tailoring our teaching to specific student needs. Teaching teams coordinate curriculum mapping, aligning, and scaffolding to ensure careful presentation of the curriculum across content areas.

Teacher-leaders at Larson are involved in all aspects of leadership at the district level, as represented by staff serving on various curriculum writing and program selection teams and attending local and national conferences. We foster and maintaining a positive learning atmosphere while holding ourselves to strict professional standards.

Our accomplishments include achieving annual yearly progress for all years measured since 2004. Our students’ reading scores have increased dramatically over the past four years. For example, third grades students’ reading scores moved from 73.7% to 92.6% advanced/proficient just three years. Our fifth grade students’ reading scores increased to 95.7% advanced/proficient in the 2008 year. In another example, our fourth grade students’ writing scores increased to 90% advanced/proficient in four years time.

Our students' math scores also show a strong pattern of improvement. For example, fifth graders' scores increased from 62.2% advanced/proficient to 87% in four years, with a 24% increase. Our third grade students' math scores improved to reach 95% advance/proficient in 2008. These patterns demonstrate a diligent dedication to teaching excellence with a strong community support by dedicated families and self-motivated students.

We are constantly challenging ourselves to seek new learning successes for our students. We have actively sought ways to increase student learning for all ability groups, implementing a Response to Intervention program these past two years and an explicit instruction skills block for primary students in reading. Also, our intermediate students are grouped for math instruction to meet their individual learning needs. These programs have targeted specific needs and created positive results. We look forward to continued success in the next few years as we implement new literacy programs both at the primary and intermediate levels.

We believe providing a rich curriculum, a healthy/safe school atmosphere, and multiple community opportunities for life-long learning have helped make our school prosper. Our dedication to families, and the whole child, has set the foundation for our students to be successful, productive citizens in today's society. We are eager to continue our pattern of growth and further meet the needs of all of our students.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Larson community began using assessment data four years ago to make decisions regarding instructional practices. Our first year of state criterion reference data suggested that our instructional focus should emphasize improvements in math first, across grade levels, and then our focus should turn to reading/writing.

The next year teachers increased math instructional minutes from 50-60 minutes per day to 90 minutes per day. In addition, the principal carefully evaluated lesson plans for fidelity to the math program and the building goals. Teachers reviewed classroom data frequently to assess improvements. The second year of state data showed an increase in the proficient category scores as follows: 3rd: 79%-94%; 4th: 67-90%; and 5th: 62-75%. These scores reflect an average increase of 17%. Subsequent years showed students scores overall maintaining this increase over time.

Of particular note for math, students in the special education sub group increased their scores in the proficient category from the 2003-2004 year to the 2007-2008 year as follows: 3rd: 56%-100%; 4th: 30%-50%; and 5th: 22%-33%. This reflects an average of a 28% increase in proficiency. There is a disparity in this subgroups' scores, as 4th grade students showed more achievement in the second and third year of assessments, than in the 4th year. This could reflect that particular population in time.

Math scores were carefully monitored the fourth year of data representation with the Measures of Academic Progress (MAP) assessment tool. Larson is now in its second year of utilizing this tool to evaluate student progress and to inform instructional decision making. Our MAP scores correlate closely to the state SBA scores.

As math scores increased the Larson community began to turn its focus on reading and writing instruction last year (while maintaining the high expectations for math instruction) . To assist with this process, we incorporated both MAP assessments and DIBELS assessments in our tool box of data tools. From the information gleaned last year, our community's leadership team designed an ambitious literacy instructional program to address literacy needs. Our data showed proficiency improvement over time from the first year to the fourth, but not as significant of a gain as we saw in math, as follows: 3rd: 84%-89%; 4th: 82%-91%; and 5th: 80%-89%. The average percent proficiency increase over the four-year period was 8%. Our goal for this school year has been to increase the student proficiency in literacy by another 5-10%.

Again, our special education students showed an increase in proficiency in reading/writing. For example, the 3rd grade cohort group, in our second year of assessments, increased their proficiency from 42%-67% by the time this cohort was in 5th grade. This represents a 25% increase in proficiency.

Larson students are benefitting from the school community's focus on data driven decision making. We have seen positive results in four years of data collection, and we have high expectations to continue to increase student learning in our future with deliberate data analysis, shared leadership and decision making, and frequent communication of goals and results with our school community.

Alaska's state performance level is at the 45% marker. Information regarding our state's assessment system can be found at: <[www.eed.state.ak.us/tls/assessment](http://www.eed.state.ak.us/tls/assessment)>

### 2. Using Assessment Results:

Larson Elementary staff uses assessment data in every aspect of its academic processes. Spring data, from DIBELS, Terra Nova, Alaska Standard Based Assessments (SBA), and Measures of Academic Progress (MAP),

helps teachers evaluate programs and teaching techniques and lay the foundation for planning for the upcoming year. Students are assigned to classes for the next year in a heterogeneous manner with careful consideration for balancing student groups. Teachers then plan their programs for the first semester with the first DIBELS and MAP data available in September. They create semester pacing guides based upon whole class instruction augmented by small group instruction for students who need interventions or extensions.

Primary level students who are involved in intervention groups are progress monitored every week in reading, and by semester in math and language, to allow teachers to have a careful awareness of student progress.

In addition, a Response to Intervention (RTI) leadership team (comprised of the principal, the school psychologist, the literacy coach/reading specialist, teachers, and student support staff) meets weekly to review individual student and small group achievements and to review progress monitoring data. The fluid nature of student groups allows teachers to flex students into new challenge situations as their readiness emerges.

Larson Teachers review school wide data quarterly at professional development meetings, to discuss and implement school-wide processes and procedures to achieve student improvements. In addition, the principal meets quarterly with district staff regarding district-wide goals and achievements.

### **3. Communicating Assessment Results:**

Student achievement is communicated to students, parents, and the community first through the annual Parent Night at the beginning of the school year. School vision and mission are reviewed in the context of student and district achievement data. Communication is continued at parent conference events (twice a year), quarterly through student reporting documents, and weekly through individual school and classroom newsletters.

An important aspect of our focus on communication of achievement begins with the development of quarterly goals by students themselves, especially at the intermediate grade levels. Students review their own progress on DIBELS and MAP assessments and create goals accordingly. These are communicated to parents through student led conferences in the spring.

### **4. Sharing Success:**

Our school is just emerging into the realm of sharing success. Our literacy staff actively participates in weekly, district-wide discussions of literacy progress. We collaborate with other schools regarding best practices, hosting mentor teachers and encouraging staff to become involved in peer coaching. We are constantly evaluating our place along a continuum of improvement, using research supported best practices and highly challenging national norms as our ultimate goal.

If our school is awarded the Blue Ribbon School status, our level of sharing will undoubtedly increase. Most likely, we will analyze the areas we are most successful and present our practices to staff at other district and area-wide schools. This will be integrated into the existing professional development opportunities offered by the district and the school.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Larson Elementary has core curriculum for reading/writing (Harcourt, Read Naturally, Raz Kids, Sonday Reading, and ZooPhonics), Math (Math Expressions), and Science (FOSS Science). The social studies curriculum is integrated into the other content areas through non-fiction texts. Physical education, music, technology, and library science curricula are delivered by certified teachers in grade level classes. Visual Arts has been delivered via an Artist in Residence program, funded by grants, and delivered by local Alaskan artists. Performing arts programs are provided by on-staff certified teachers as both regular and co-curricular programs.

Larson had a very successful, optional, Spanish Immersion program (representing approximately 15-25% of the school population) for its first seven years, eventually including students in grades K-5th. The certified teachers who developed this program eventually formed a charter school in 2008, separating from the Larson community. The Spanish program operated as a school-within-a-school, having its own separate curriculum and instructional goals.

Instruction for reading/writing, math, and science at Larson is delivered in a differentiated manner. Students are presented with whole class instruction of primary concepts and then given opportunity to work in small groups in a workshop setting. Teachers often collaborate with other grade level peers by clustering students to provide even greater opportunity for differentiating the instruction. Intermediate level teachers involve students in goal setting based on grade level expectations developed from national content standards.

Integral to the success for students in each of these content areas are our special needs programs. Larson has five distinct programs designed to prepare our students of special populations with opportunities for success working within a combination of regular education and self-contained classroom settings. The five programs include: 1) two preschool classes; 2) a primary intensive resource program; 3) an intermediate intensive resource program; 4) a primary / intermediate resource program; and 5) an Applied Behavior Analysis program (ABA) for students who have severe autistic challenges. Certified teachers in these programs collaborate with regular education teachers and classes to meet the needs of students' Individual Education Plans. Teachers strive to provide a well-balanced program integrated with all aspects of our curriculum. Our school community takes pride in these highly successful programs and the quality educational experience our staff provides.

### 2a. (Elementary Schools) Reading:

As mentioned above, Larson uses the following reading programs to deliver literacy instruction: Harcourt, Read Naturally, Raz Kids, Sonday Reading, and ZooPhonics. In addition to these programs, our teachers depend on DIBELS, MAP, Direct Reading Assessment (DRA) and Direct Writing Assessment (DWA), and the Quick Phonics Screener (QPS) to monitor our students' progress.

Our district is currently in the program adoption phase of a six-year curriculum review cycle, and has chosen to adopt the Imagine It program for primary grade levels and the Reading Street program for intermediate grade levels for next year. For the past two years our staff has felt challenged with providing updated instruction in the core area with an outdated Harcourt program. To meet this challenge, we have enlisted the assistance of a nationally renowned reading expert (Dr. Rachel Brown-Chidsey) to consult with us and suggest a combination of programs that can provide both quality core instruction as well as quality intervention.

Our teachers use a combination of direct instruction in the core in all five areas of literacy: phonics, phonemic awareness, reading fluency, reading comprehension, and vocabulary, primarily with Harcourt materials. They supplement with the other programs to deliver phonics and phonemic awareness instruction along with comprehension and vocabulary instruction.

### **3. Additional Curriculum Area:**

Larson staff are on the cutting edge of integrating technology into every aspect of their instruction. All classroom teachers use a digital white board (Promethean) with students for active interaction with web-based investigations and curriculum programs. Staff have initial and ongoing training regarding integration of technology. Most importantly, students are involved in the entire process, as they are encouraged to create technological activities and projects for themselves and their peers.

Our Librarian/Technology Specialist coordinates building-wide, K-5, activities that integrate technology into reading, writing, math, science and social studies curriculum. These activities include typical keyboarding skills to advanced research and inquiry skills for older or advanced students. Our identified Gifted/Talented students also have an opportunity to extend their learning through the Compass Learning Program (online math for example) which has greatly extended opportunity for this population.

Technology drives our academic data retrieval system. Students take three on-line MAP assessments each year for reading, language usage, and math, and twice for science. Data is available within 24 hours for teachers to review and adjust their instructional decisions. After employing this system for the past two years, we cannot imagine doing business without this technology. Our plans are to expand to include the AIMSweb data system next year so that we can expand our options for data analysis and communication with our students, our staff, and our community.

### **4. Instructional Methods:**

An example of one of our successful instructional methods is exemplified by our literacy program “Walk to Reading”. Students are taught in whole group settings and then differentiated into small groups for independent practice. Those students who need additional intervention (as determined by the RTI model’s criteria), or those students who are at benchmark levels and need extensions, are then clustered by skill area and given 40 minutes per day, 4 days per week, of intense direct instruction in specific skill areas (such as the consonant-vowel-consonant skill).

This “skills block” activity is highly coordinated with all staff. We involve many additional staff members to provide as many small intervention/extension groups as possible (the principal, the nurse, the office secretaries, several parent tutors, the music teacher and the librarian along with the special education teachers and classroom teachers. We assess students weekly with progress monitoring tools, and adjust our fluid groups as necessary. Our program has made a tremendous difference for children, especially those who are just below benchmark and need a little boost to succeed. An unexpected highlight of this instructional method is the benefit of school-wide collaboration and getting more adults involved in the actual instructional success of students.

### **5. Professional Development:**

All professional development at Larson is coordinated with board mission and goals, district mission and goals, school mission and goals, and most importantly, grade level goals determined by teachers as they are identified by data decisions. Staff development is determined by teacher input/requests along with those obvious to program needs, such as unpacking the programming this year for our new math program Math Expressions. Development days are coordinated by the leadership teams associated with the topic and the content standards.

Full-day staff development occurs quarterly, and brief staff development occurs bi-weekly in a staff meeting arena. Presenters of topics include district specialists, building teacher-leaders, administrators, and guest speakers. Development topics have included: web page construction, promethean board training, Olweus anti-bullying strategies, DIBELS progress monitoring techniques, MAP Des Cartes exploration, and Focused Learning Teams (FLT) on interest areas (such as Science constructivist instruction) to name a few. We have

plans to expand our staff development next year to include a differentiated approach for topic presentation, so staff who have different levels of needs are clustered by interest and experience.

## **6. School Leadership:**

The phrase we use regarding leadership is “shared”. All aspects of our operation involve community input, whether it’s a budget decision or a decision regarding extra-curricular opportunities. The principal’s role is to foster a sense of teamwork and shared decision making, with gentle guidance toward coordination with district goals and objectives.

Our mission statement includes our belief that our goals are best achieved when responsibilities are shared with parents, students and our community through collaboration. Leadership is demonstrated by the specific examples of leadership groups that involve different members of our community in the past few years: the Larson PTA, the Larson Technology Leadership Team, the Larson RTI Leadership Team, the Larson Grade Level Teams, the Larson Olweus Leadership Team, and the Larson study FLTs (Promethean, Results Now, Whatever It Takes).

Decisions by these teams were, and are, made within the context of the entire community and decisions are reviewed at the end of each year to determine effectiveness and need for modification or change. Once again, all decisions are tied to building goals which in themselves are tied to our data as it reflects student learning and the accomplishment of our goals as we strive to achieve our mission and vision.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Alaska SBA

Edition/Publication Year: N/A

Publisher: State of Alaska

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
Proficient	98	94	95	79	
Advanced	49	52	64	29	
Number of students tested	59	54	92	100	
Percent of total students tested	5	5	8	10	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient	100	93	86	74	
Advanced	41	50	68	21	
Number of students tested	17	14	22	39	
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient	98	98	96	79	
Advanced	49	56	68	29	
Number of students tested	49	43	77	85	
<b>3. (specify subgroup): Special Education</b>					
Proficient	100			56	
Advanced	40			6	
Number of students tested	10			16	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

no other data is available

Subject: Reading  
Edition/Publication Year: N/A

Grade: 3 Test: Alaska SBA  
Publisher: State of Alaska

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
Proficient	87	93	95	84	
Advanced	37	46	54	58	
Number of students tested	59	54	42	100	
Percent of total students tested	5	5	8	10	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient	97	100	91	76	
Advanced	24	40	48	15	
Number of students tested	17	14	22	39	
<b>2. Racial/Ethnic Group (specify subgroup): white</b>					
Proficient	88	92	93	84	
Advanced	39	50	56	29	
Number of students tested	49	43	77	85	
<b>3. (specify subgroup): Special Education</b>					
Proficient	85			31	
Advanced	15			3	
Number of students tested	10			16	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There are no other subgroups to report or data for the 2003-2004 year.

Subject: Mathematics  
Edition/Publication Year: N/A

Grade: 4 Test: Alaskas SBA  
Publisher: State of Alaska

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
Proficient	84	90	90	67	
Advanced	46	59	40	19	
Number of students tested	50	68	89	104	
Percent of total students tested	4	6	8	10	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient		78	86	64	
Advanced		44	41	13	
Number of students tested		18	29	30	
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient	85	87	90	70	
Advanced	49	59	44	23	
Number of students tested	41	54	68	82	
<b>3. (specify subgroup): Special Education</b>					
Proficient	50			30	
Advanced	17			0	
Number of students tested	12	6	8	17	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

no other subgroups or year data are available



Subject: Reading  
Edition/Publication Year: N/A

Grade: 4 Test: Alaska SBA  
Publisher: State of Alaska

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
Proficient	92	94	90	84	
Advanced	44	45	32	15	
Number of students tested	50	68	89	104	
Percent of total students tested	4	6	8	10	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient		92	90	77	
Advanced		31	22	15	
Number of students tested		18	29	30	
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient	92	93	90	81	
Advanced	48	44	35	19	
Number of students tested	41	54	68	82	
<b>3. (specify subgroup): Special Education</b>					
Proficient	67			65	
Advanced	4			0	
Number of students tested	12			17	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

no other sub group data is available; no other year is available

Subject: Mathematics  
Edition/Publication Year: N/A

Grade: 5 Test: Alaska SBA  
Publisher: State of Alaska

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
Proficient	87	90	75	62	
Advanced	57	49	37	19	
Number of students tested	69	57	92	98	
Percent of total students tested	6	5	8	8	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient	77	79	63	68	
Advanced	47	50	33	10	
Number of students tested	17	14	30	31	
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient	90	89	78	69	
Advanced	58	52	40	23	
Number of students tested	55	44	72	78	
<b>3. (specify subgroup): Special Education</b>					
Proficient			40	22	
Advanced			30	7	
Number of students tested			10	18	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No other sub groups or data years are available.

Subject: Reading  
Edition/Publication Year: N/A

Grade: 5 Test: Alaska SBA  
Publisher: State of Alaska

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
Proficient	96	90	86	82	
Advanced	33	33	26	17	
Number of students tested	69	57	92	99	
Percent of total students tested	6	5	8	8	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient	77	79	75	81	
Advanced	30	25	20	13	
Number of students tested	17	14	30	31	
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient	88	86	88	84	
Advanced	34	33	33	20	
Number of students tested	55	44	72	79	
<b>3. (specify subgroup): Special Education</b>					
Proficient			80	42	
Advanced			15	8	
Number of students tested			10	19	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No other subgroups or data years are available.